

IDAHO CONTENT STANDARDS  
SOCIAL STUDIES

Standard 1: History

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
Goal 1.1: Build an understanding of the cultural and social development of the United States.	K.SS.1.1.4 Describe how each person is special and unique within the classroom. (372.01i)	1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01a)	2.SS.1.1.1 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same. (404.01a)	3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual’s daily life and personal choices.	4.SS.1.1.2 Explain the role of missionaries in the development of Idaho. (436.01a)	5.SS.1.1.5 Identify different examples of how religion has been an important influence in American history. (452.01e)	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	6-12.US1.1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (479.01b)		No objectives in American Government.	No objectives in Economics.
	K.SS.1.1.3 Describe how individuals have similarities and differences.	1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past. (386.01b)		3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols. (420.01a)		5.SS.1.1.2 Explain important national documents, American symbols and U.S. landmarks. (452.01a)				6-12.US1.1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (479.01c)			
	K.SS.1.1.2 Describe how families celebrate in many different ways.	1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America’s past. (388.01f)		3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01c)	4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other. (436.01b)	5.SS.1.1.4 Identify influential political and cultural groups throughout American history. (452.01c)				6-12.US1.1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies. (479.01a)	9-12.US2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society. (498.01a)		
	K.SS.1.1.1 Share stories, pictures, and music of one’s own personal life, family and culture. (372.01a)	1.SS.1.1.3 Use timelines to show personal and family history. (382.01d)		3.SS.1.1.2 Investigate the history of your community.		5.SS.1.1.3 Discuss significant individuals who have been responsible for bringing about political and social changes in the United States. (452.01b)							
						5.SS.1.1.7 Discuss the causes and effects of various conflicts in American history.				6-12.US1.1.1.4 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction.	9-12.US2.1.1.2 Discuss the causes and effects of various conflicts in American history.		

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<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b> <i>(continued from previous page)</i>						5.SS.1.1.1 Describe that American Indians were established societies before the coming of the European settlers. <a href="#">(452.01d)</a>							
						5.SS.1.1.6 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.							
<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.SS.1.2.1 Share the origins of classmates' ancestors. <a href="#">(417.01a)</a>	4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. <a href="#">(433.01c)</a>	5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. <a href="#">(449.01a)</a>	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	6-12.USH1.1.2.1 Analyze the religious, political, and economic motives of European immigrants who came to North America. <a href="#">(476.01a)</a>		No objectives in American Government.	No objectives in Economics.
					4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho	5.SS.1.2.2 Explain what indentured servants were and how they participated in the early life of the United States. <a href="#">(449.01b)</a>					9-12.USH2.1.2.2 Analyze the changes in the political, social, and economic conditions of immigrant groups. <a href="#">(495.01b)</a>		
					4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. <a href="#">(433.01d)</a>	5.SS.1.2.4 Analyze and discuss the motives of the major groups who participated in the western expansion by leaving the East and heading west. <a href="#">(449.01d)</a>					9-12.USH2.1.2.3 Discuss the causes and effects of 20 <sup>th</sup> century migration.		
				3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people. <a href="#">(417.01c)</a>		5.SS.1.2.3 Explain the history of the slave trade in the United States. <a href="#">(449.01c)</a>				6-12.USH1.1.2.2 Explain the motives and consequences for the involuntary immigration to North America. <a href="#">(476.01b)</a>			

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<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b> <i>(continued from previous page)</i>					4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.	5.SS.1.2.5 Discuss the significant American Indian groups encountered in the Western Movement. <a href="#">(449.01e)</a>				6-12.US1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States. <a href="#">(476.01d)</a>			
				3.SS.1.2.2 Describe how migration and immigration are continuous processes. <a href="#">(417.01b)</a>		5.SS.1.2.6 Discuss the significant individuals who took part in the western expansion. <a href="#">(449.01f)</a>					9-12.US2.1.2.1 Identify motives for continued immigration to the United States. <a href="#">(495.01a)</a>		
<b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d’Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.	5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	6-12.US1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.	9-12.US2.1.3.1 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self determination throughout history that have impacted contemporary American Indians.	No objectives in American Government.	No objectives in Economics.
					4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.	5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.				6-12.US1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.	9-12.US2.1.3.2 Discuss the resistance of American Indians to assimilation.		
					4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.	5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.				6-12.US1.1.3.3 Discuss the resistance of American Indians to assimilation.	9-12.US2.1.3.3 Explain the influences of American Indians to the history and culture of the United States.		

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<b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b> <i>(continued from previous page)</i>					4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.	5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: <ul style="list-style-type: none"><li>• That both parties to treaties were sovereign powers.</li><li>• That Indian tribes had some form of transferable title to the land.</li><li>• That acquisition of Indian land was solely a government matter not to be left to individual colonists.</li></ul>							
					4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.								
					4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.								
					4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.								

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Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.SS.1.4.1 Describe the impact of technological advances to American society during the Industrial Revolution. (450.01b)	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	6-12.USHI.1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States. (477.01a)	9-12.USHI.1.4.3 Analyze the political and social responses to industrialization. (496.01c)	No objectives in American Government.	No objectives in Economics.
										6-12.USHI.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. (477.01b)	9-12.USHI.1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society. (496.01e)		
											9-12.USHI.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19 <sup>th</sup> century. (496.01a)		
											9-12.USHI.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement. (496.01b)		
											9-12.USHI.1.4.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (496.01f)		

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Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	6-12.USH1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas. (475.01b)		No objectives in American Government.	No objectives in Economics.
										6-12.USH1.1.5.3 Analyze and describe the interactions between native peoples and the European explorers. (475.01c)			
										6-12.USH1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. (475.01d)			
										6-12.USH1.1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts. (475.01e, f)	9-12.USH2.1.5.1 Describe the factors that contributed to the expansion of the United States. (494.01d)		
										6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States. (475.01a)			

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Goal 1.6: Explain the rise of human civilization.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	6-9.WHC.1.6.1 Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development. (462.01a)	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	No objectives in Economics.
									6-9.WHC.1.6.2 Using archaeological evidence, describe the characteristics of early hunter-gatherer communities. (462.01b)				
									6-9.WHC.1.6.3 Analyze the characteristics of early civilizations.				
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop. (462.04a)	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	No objectives in Economics.
									6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations. (462.04b)				

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Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6-9.GWH.1.8.1 Describe the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.	6-9.GEH.1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact, such as Muslim civilization, China, Japan, and sub-Sahara Africa.	6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	No objectives in Economics.
							6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.	6-9.GEH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.	6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. (462.05b)				
							6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere.	6-9.GEH.1.8.3 Identify various colonial powers in the Eastern Hemisphere.					
							6-9.GWH.1.8.4 Recognize historical perspective by identifying the context in which events occurred.	6-9.GEH.1.8.4 Recognize historical perspective by identifying the context in which events occurred.					
								6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.	6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.				
								6-9.GEH.1.8.6 Examine multiple points of view by analyzing a current event relating to Africa or Asia. (469.06f)					



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Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world. (462.07c)	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	No objectives in Economics.
									6-9.WHC.1.9.2 Explain how religion shaped the development of western civilization. (462.07a)				
									6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order. (462.07b)				
									6-9.WHC.1.9.4 Describe how different religious beliefs were sources of conflict.				

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Standard 2: Geography

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Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.	K.SS.2.1.1 Identify the globe as a model of the earth. (378.01a)	1.SS.2.1.1 Explain what maps and globes represent and how they are used. (394.01a)		3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01a)			6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)	6-9.GEH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)				No objectives in American Government.	No objectives in Economics.
	K.SS.2.1.2 Distinguish between land masses and water on a globe or map. (378.01b)	1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map. (394.01d)	2.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. (410.01a)	3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01c)	4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho. (442.01c)		6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a)	6-9.GEH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a)	6-9.WHC.2.1.2 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries. (463.01b)				
	K.SS.2.1.3 Identify the north and south poles on a map or globe. (378.01c)	1.SS.2.1.3 Identify legends and keys on maps. (394.01c)	2.SS.2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place. (410.01c)	3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01d)	4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01b)	5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01c)	6-9.GWH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).	6-9.GEH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).	6-9.WHC.2.1.1 Locate places on maps using latitude and longitude systems and compass directions. (463.01a)				
	K.SS.2.1.5 Make and use a map of a familiar area. (378.01e)	1.SS.2.1.2 Use directions on a map: East, West, South, and North. (394.01b)	2.SS.2.1.2 State the cardinal directions and how to use the compass rose. (410.01b)	3.SS.2.1.5 Use a number/letter grid to find specific locations on a map. (426.01e)	4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. (442.01a)	5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01a)	6-9.GWH.2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual’s attitude toward places. (469.01b)	6-9.GEH.2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual’s attitude toward places. (469.01b)		6-12.USHI.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)	9-12.USH2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)		
	K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live. (378.01d)	1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives. (394.01e)	2.SS.2.1.4 Illustrate that boundary lines separate states. (410.01d)	3.SS.2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01b)		5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b)							

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Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	No objectives at this grade level.	1.SS.2.2.1 Describe ways people adjust to their environment. (394.02a)	2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03a)	No objectives at this grade level.	No objectives at this grade level.		6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate. (469.03a)	6-9.GEH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate. (469.03a)	No objectives in World History and Civilization.	6-12.USH1.2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States. (485.03a)	9-12.USH2.2.2.1 Explain ways in which people responded to their physical environment in the development and emergence of the modern United States. (485.03a)	No objectives in American Government.	No objectives in Economics.
		1.SS.2.2.2 Identify the ways people modify their environment.	2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs. (410.03b)			5.SS.2.2.1 Identify ways the land has been changed by people, technology, and natural forces. (458.03a)		6-9.GEH.2.2.4 Explain how physical processes have shaped Earth’s surface. Classify these processes according to those that have built up Earth’s surface (mountain-building and alluvial deposition) and those that wear away at Earth’s surface (erosion). (469.03c)		6-12.USH1.2.2.2 Analyze ways in which the physical environment affected political and economic development.	9-12.USH2.2.2.2 Analyze ways in which the physical environment affected political and economic development.		
							6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)	6-9.GEH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)					
							6-9.GWH.2.2.2 Locate and map the climate regions of the Western Hemisphere. Describe the characteristics of each and explain how they differ.	6-9.GEH.2.2.2 Locate and map the climate regions of the Eastern Hemisphere. Describe the characteristics of each and explain how they differ.					

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Standard 2: Geography (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.SS.2.3.1 Analyze past and present settlement patterns of the community. (426.02a)	4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. (442.02a)	No objectives at this grade level.	6-9.GWH.2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere.	6-9.GEH.2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere.	6-9.WHC.2.3.1 Identify main reasons for major migrations of people. (463.03a)	6-12.US1.2.3.1 Illustrate westward migration across North America.	9-12.US2.2.3.1 Analyze how scientific and technological innovations have shaped migration and settlement patterns in the modern United States.	No objectives in American Government.	No objectives in Economics.
				3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community. (426.02b)	4.SS.2.3.3 Identify the geographic features of Idaho. (442.02b)		6-9.GWH.2.3.2 Describe major physical characteristics of regions in the Western Hemisphere.	6-9.GEH.2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere.	6-9.WHC.2.3.2 Explain how climate affects human migration and settlement. (463.03b)				
					4.SS.2.3.2 Discuss the impact of settlement in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.		6-9.GWH.2.3.3 Describe major cultural characteristics of regions in the Western Hemisphere.	6-9.GEH.2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere.	6-9.WHC.2.3.3 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions. (463.03c)				
				3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural. (426.02c)	4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)				6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. (463.03d)				

IDAHO CONTENT STANDARDS  
SOCIAL STUDIES

Standard 2: Geography (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6-9.GWH.2.4.1 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b)	6-9.GEH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.	6-9.WHC.2.4.1 Compare and contrast physical features on the planet. (463.02a)	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	No objectives in Economics.
							6-9.GWH.2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity. (469.04c)	6-9.GEH.2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (469.04c)	6-9.WHC.2.4.3 Identify the characteristics of significant early civilization. (463.02c)				
							6-9.GWH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.	6-9.GEH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.	6-9.WHC.2.4.2 Explain the impact of waterways on civilizations. (463.02b)				
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6-9.GWH.2.5.1 Analyze the distribution of natural resources in the Western Hemisphere.	6-9.GEH.2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere.	6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups. (463.04a)	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	No objectives in Economics.
							6-9.GWH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)	6-9.GEH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)	6-9.WHC.2.5.2 Illustrate how the population growth rate impacts a nation's resources. (463.04b)				

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SOCIAL STUDIES

Standard 2: Geography (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</b> <i>(continued from previous page)</i>							6-9.GWH.2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere. <a href="#">(469.05c)</a>	6-9.GEH.2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. <a href="#">(469.05c)</a>	6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social, and political problems. <a href="#">(463.04c)</a>				
							6-9.GWH.2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. <a href="#">(469.06c)</a>	6-9.GEH.2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. <a href="#">(469.06c)</a>					
							6-9.GWH.2.5.5 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.	6-9.GEH.2.5.5 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.	6-9.WHC.2.5.4 Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations. <a href="#">(463.04d)</a>				
							6-9.GWH.2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation.) <a href="#">(469.05b)</a>	6-9.GEH.2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation. <a href="#">(469.05b)</a>					

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SOCIAL STUDIES

Standard 3: Economics

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 3.1: Explain basic economic concepts.</b>	K.SS.3.1.1 Observe that all people have needs and wants. (376.01a)	1.SS.3.1.1 Identify the basic needs of people such as food, clothing, and shelter. (392.01a)	2.SS.3.1.1 Identify wants and needs of all families. (408.01a)	3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01b)	4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. (440.01b)	5.SS.3.1.1 Identify economic reasons for exploration and colonization. (456.01a)	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	6-9.WHC.3.1.2 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people. (465.01c)	6-12.US1.3.1.1 Describe the economic characteristics of colonialism. (483.01a)	9-12.US2.3.1.2 Describe the development of a consumer economy.	No objectives in American Government.	9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices. (510.01b)
	K.SS.3.1.2 Recognize that people have limited resources.	1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. (392.01b)	2.SS.3.1.2 Define income and identify different ways to earn and save. (408.01b)	3.SS.3.1.2 Explain the difference between public and private property. (424.01c)	4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho. (440.01e)	5.SS.3.1.4 Explain the concepts of tariffs and taxation.			6-9.WHC.3.1.4 Describe alternative means of exchange. (465.02b)				9-12.E.3.1.1 Define scarcity and explain its implications in decision making. (510.01a)
	K.SS.3.1.3 Describe some jobs that people do to earn money. (376.01c)	1.SS.3.1.3 Name things that people may want but do not need and explain the difference. (392.01c)	2.SS.3.1.3 Identify the difference between goods and services. (408.01c)		4.SS.3.1.4 Identify goods and services in early Idaho settlements. (440.01d)						9-12.US2.3.1.3 Analyze the role of the modern United States in the global economy.		
		1.SS.3.1.4 Identify ways to save money for future needs and wants. (392.01d)	2.SS.3.1.4 Explain between producers and consumers. (408.01d)	3.SS.3.1.3 Describe the purposes and benefits of savings. (424.01d)	4.SS.3.1.3 Explain the concepts of specialization and division of labor. (440.01c)	5.SS.3.1.3 Describe examples of improved transportation and communication networks and how they encourage economic growth. (456.01c)			6-9.WHC.3.1.3 Analyze the role of money as a means of exchange. (465.02a)		9-12.US2.3.1.1 Describe the emergence of the modern corporation.		
					4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a)	5.SS.3.1.2 Describe how conservation of natural resources is important. (456.01b)			6-9.WHC.3.1.1 Explain how historically people have relied on their natural resources to meet their needs. (465.01b)	6-12.US1.3.1.2 Compare the economic development of the North with the South.			9-12.E.3.1.3 Identify the incentives that determine what is produced and distributed in a competitive market system. (510.01d)



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Standard 3: Economics (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
Goal 3.2: Identify different influences on economic systems.	No objectives at this grade level.	No objectives at this grade level.	2.SS.3.2.1 Explain how natural resources affect economic activities in the local community. (409.01b)	3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01b)	4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho’s regions. (441.01b)			6-9.GEH.3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits.				No objectives in American Government.	
							6-9.GWH.3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.	6-9.GEH.3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.	6-9.WHC.3.2.1 Analyze the impact of economic growth on European society. (465.03a)				
							6-9.GWH.3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.	6-9.GEH.3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.	6-9.WHC.3.2.4 Identify important economic organizations that have influenced economic growth				
					4.SS.3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01a)		6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere.	6-9.GEH.3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere.					
							6-9.GWH.3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.	6-9.GEH.3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.	6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.				



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						5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01a)		.		6-12.USH1.3.2.1 Describe the emergence and evolution of a market economy.			
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IDAHO CONTENT STANDARDS  
SOCIAL STUDIES

Standard 3: Economics (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 3.2: Identify different influences on economic systems.</b> <i>(continued from previous page)</i>										6-12.USH1.3.2.2 Analyze the role of government policy in the early economic development of the United States. <a href="#">(484.01b)</a>	9-12.USH2.3.2.1 Analyze the role of government policy in the economic development of the modern United States. <a href="#">(484.01b)</a>		9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals. <a href="#">(512.01b)</a>
								6-9.GEH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.	6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.				9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems. <a href="#">(510.01f)</a>
<b>Goal 3.3: Analyze the different types of economic institutions.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	9-12.E.3.3.1 Explain the characteristics of various types of business and market structures. <a href="#">(513.01a)</a>
													9-12.E.3.3.2 Describe the elements of entrepreneurship. <a href="#">(513.01b)</a>
													9-12.E.3.3.3 Identify the role of the financial markets and institutions. <a href="#">(513.01c)</a>
													9-12.E.3.3.4 Explain the purposes of labor unions. <a href="#">(513.01e)</a>
													9-12.E.3.3.5 Explain the difference between monetary policy and fiscal policy.
													9-12.E.3.3.6 Analyze the various parts of the business cycle and its effect on the economy.

IDAHO CONTENT STANDARDS  
SOCIAL STUDIES

Standard 3: Economics (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
Goal 3.4: Explain the concepts of good personal finance.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	9-12.E.3.4.1 Examine and apply the elements of responsible personal fiscal management such as budgets, interest, investment, credit, and debt. (514.01a)
													9-12.E.3.4.2 Identify and evaluate sources and examples of consumers’ responsibilities and rights. (514.01b)
													9-12.E.3.4.3 Discuss the impact of taxation as applied to personal finances. (514.01c)

IDAHO CONTENT STANDARDS  
SOCIAL STUDIES

Standard 4: Civics and Government

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b>	K.SS.4.1.1 Name some rules and the reasons for them. (373.01c)	1.SS.4.1.1 Explain why rules are necessary at home and school. (389.01c)	2.SS.4.1.1 Explain why rules are necessary at home and school. (407.01c)	3.SS.4.1.1 Explain why communities have laws. (423.01c)	4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.	5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	6-12.USHI.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon’s Rebellion. (480.01.a)	No objectives in U.S. History II.	9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England. (503.01a, c)	No objectives in Economics.
	K.SS.4.1.2 Discuss how groups make decisions and solve problems. (373.01b)	1.SS.4.1.2 Explain why rules must be applied fairly. (391.01b)	2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home and school. (407.01b)	3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community. (423.01a)	4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.	5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c)				6-12.USHI.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution. (480.01b)		9-12.G.4.1.2 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791) in the United States. (503.01e)	
		1.SS.4.1.3 Discuss how groups make decisions and solve problems, such as voting and consensus. (389.01b, 391.01d)	2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home and school.	3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.		5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d)				6-12.USHI.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. (480.01d)		9-12.G.4.1.3 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution. (503.01b)	

IDAHO CONTENT STANDARDS  
SOCIAL STUDIES

Standard 4: Civics and Government (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b> <i>(continued from previous page)</i>						5.SS.4.1.4 Identify the basic concepts of the United States Constitution and Bill of Rights, such as protect individual rights and promote the common good describes how the government is organized and that the United States Constitution is the supreme law of the land. <a href="#">(453.01e)</a>						9-12.G.4.1.4 Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. <a href="#">(503.01c)</a>	
<b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b>	K.SS.4.2.1 Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue. <a href="#">(374.01a)</a>	1.SS.4.2.1 Identify the significance of symbols in the United States. <a href="#">(389.01a)</a>	2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles. <a href="#">(404.01c)</a>	3.SS.4.2.1 Identify and explain the basic functions of local governments. <a href="#">(422.01a)</a>	4.SS.4.2.1 Explain the significance of Idaho symbols. <a href="#">(438.01b)</a>	5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. <a href="#">(454.01b)</a>	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	6-12.US1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. <a href="#">(481.01a)</a>	No objectives in U.S. History II.	9-12.G.4.2.1 Identify the three branches of federal government, their powers, and responsibilities. <a href="#">(504.01a)</a>	9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system. <a href="#">(512.01c)</a>
	K.SS.4.2.2 Recite the Pledge of Allegiance. <a href="#">(374.01b)</a>	1.SS.4.2.2 Recite the Pledge of Allegiance.	2.SS.4.2.2 Tell the meaning of the Pledge of Allegiance. <a href="#">(405.01c)</a>	3.SS.4.2.2 Tell how local government officials are chosen, e.g., election, appointment.	4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each. <a href="#">(438.01d)</a>	5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. <a href="#">(454.01a)</a>				6-12.US1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in the United States. <a href="#">(481.01b)</a>		9-12.G.4.2.5 Explain the electoral process at each level of government. <a href="#">(506.01c)</a>	
	K.SS.4.2.3 Describe holidays and tell why they are commemorated in the United States, such as Thanksgiving, Martin Luther King, Jr.’s Birthday, Presidents’ Day. <a href="#">(371.01a, 372.01b)</a>	1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States. <a href="#">(371.01a, 372.01b)</a>		3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community. <a href="#">(422.01a)</a>	4.SS.4.2.2 Describe the difference between state, local, and tribal governments. <a href="#">(438.01c)</a>							9-12.G.4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government. <a href="#">(504.01e)</a>	9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition. <a href="#">(512.01c)</a>

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Standard 4: Civics and Government (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b> <i>(continued from previous page)</i>					4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.							9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (504.01b)	
					4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.							9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing. (504.01d)	
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b>	K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives. (375.01a)	1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.	2.SS.4.3.2 Name historic and contemporary people who model characteristics of good citizenship. (407.01d)	3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments. (423.01d)	4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.	5.SS.4.3.1 Name President and Vice President of the United States and the United States . congressional representatives from Idaho.	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	No objectives in World History and Civilization.	6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history. (474.01d)	9-12.USH2.4.3.2 Provide and evaluate examples of social and political leadership in American history. (490.01e)		No objectives in Economics.
	K.SS.4.3.2 Identify ways to be helpful to family and school. (374.01b)	1.SS.4.3.2 Name some responsibilities that students have at home and school. (391.01c)	2.SS.4.3.1 Identify characteristics of good citizens. (407.01d)		4.SS.4.3.2 Explain ways to contact elected state representatives. (439.01b)	5.SS.4.3.3 Describe ways in which citizens participate in public life. (455.01b)				6-12.USH1.4.3.2 Describe ways in which citizens participated in early American public life. (482.01c)		9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level. (506.01b)	.
					4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (439.01a)							9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians	

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Standard 4: Civics and Government (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b> <i>(continued from previous page)</i>						5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. <a href="#">(455.01a)</a>						9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights. <a href="#">(506.01d)</a>	
											9-12.USH2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education of Topeka</i> . <a href="#">(490.01b, c)</a>	9-12.G.4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, including <i>Gideon v. Wainwright</i> , <i>Miranda v. Arizona</i> . <a href="#">(490.01b)</a>	
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. <a href="#">(430.01a)</a>	5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. <a href="#">(447.01a)</a>	No objectives in Geography–Western Hemisphere.	No objectives in Geography–Eastern Hemisphere.	6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes. <a href="#">(464.02a)</a>	6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights. <a href="#">(474.01e)</a>	9-12.USH2.4.4.1 Trace the development of political, civil, and economic rights. <a href="#">(490.01b, c)</a>	9-12.G.4.4.1 Analyze the struggles for the extension of civil rights. <a href="#">(490.01c)</a>	No objectives in Economics.
									6-9.WHC.4.4.1 Describe the role of government in population movements throughout western civilization. <a href="#">(462.05d)</a>				

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						5.SS.4.4.1 Explain that the United States is a democratic republic. (453.01f)						9-12.G.4.4.2 Analyze and evaluate states’ rights disputes past and present. (490.01d)	
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IDAHO CONTENT STANDARDS  
SOCIAL STUDIES

Standard 4: Civics and Government (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b> <i>(continued from previous page)</i>						5.SS.4.4.2 State the difference between direct democracy and the constitutional (representative) democracy of today’s United States. <a href="#">(447.01b)</a>			6-9.WHC.4.4.2 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.			9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government. <a href="#">(490.01e)</a>	
												9-12.G.4.4.4 Discuss the interpretation and application of the United States Constitution.	
<b>Goal 4.5: Build an understanding of comparative government.</b>	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.	6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.	No objectives in World History and Civilization.	No objectives in U.S. History I.	No objectives in U.S. History II.	No objectives in American Government.	No objectives in Economics.
								6-9.GEH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries.					

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Standard 5: Global Perspectives

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b>	K.SS.5.1.1 Name family traditions that came to America from other parts of the world. (372.01f)	1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world. (388.01e)	2.SS.5.1.2 Compare traditions practiced in other parts of the world. (404.01b)	3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.	4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho’s cultural heritage and impacted the state’s history.	5.SS.5.1.1 Explain that the world is divided into many different nations and that each has its own government.	6-9.GWH.5.1.1 Discuss how social institutions influence behavior in different societies in the Western Hemisphere.	6-9.GEH.5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.	6-9.WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.	6-12.USH1.5.1.1 Explain the significance of principal policies and events in the United States’ relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.	9-12.USH2.5.1.3 Explain the significance of principal events in the United States’ relations with the world, such as World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America. (497.01d, e, f, g, h)		
		1.SS.5.1.1 Compare family life in other parts of the world. (388.01e)	2.SS.5.1.1 Compare neighborhoods/com munities in various parts of the world.	3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique. (420.01c)	4.SS.5.1.2 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world. (433.01c)	5.SS.5.1.2 State that a nation consists of its territory, people, laws, and government.	6-9.GWH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.	6-9.GEH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States’ relations with the world, such as isolationism and imperialism.	9-12.USH2.5.1.2 Trace the major foreign policy positions that have characterized the United States’ relations with the world in the 20 <sup>th</sup> century.	9-12.G.5.1.3 Describe the characteristics of United States foreign policy and how it has been made and implemented over time. (505.01a)	9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally. (510.01g)
						5.SS.5.1.3 Explain that the United States is one nation and how it interacts with other nations in the world.	6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.	6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.	6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20 <sup>th</sup> century, such as World War I; World War II, including the Holocaust; and the Cold War.	6-12.USH1.5.1.3 Discuss the use of the national interest as a criterion for shaping foreign policy.	9-12.USH2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and what its leadership role is in the world today. (497.01e)	9-12.G.5.1.2 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian. (505.01c)	9-12.E.5.1.2 Analyze global economic interdependence and competition.
						5.SS.5.1.4 Discuss why it is important that nations try to resolve problems peacefully.	6-9.GWH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.	6-9.GEH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.			9-12.USH2.5.1.1 Compare competing belief systems of the 20 <sup>th</sup> century, including communism, totalitarianism, isolationism, and internationalism.	9-12.G.5.1.1 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.	

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Standard 5: Global Perspectives (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-9 Geography-Western Hemisphere	Grade 6-9 Geography-Eastern Hemisphere	Grade 6-9 World History and Civilization	Grade 6-12 U.S. History I	Grade 9-12 U.S. History II	Grade 9-12 American Government	Grade 9-12 Economics
<b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b> <i>(continued from previous page)</i>								6-9.GEH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.				9-12.G.5.1.4 Identify and evaluate the role of the United States in international organizations and agreements, such as United Nations, NAFTA, and the International Red Cross. <a href="#">(505.01b)</a>	9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, NAFTA, and the WTO. <a href="#">(505.01b)</a>
								6-9.GEH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.					